HEATHSIDE SCHOOL
HAMPSTEAD

SEND POLICY & HANDBOOK

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Heathside School Overview

Heathside is an inclusive school and we strive to provide the ideal learning environment so that every child can fulfil their potential. Additional support is sometimes required to help pupils thrive academically.

Our focus is on developing pupils' confidence and self-esteem as well as their learning skills, so that our pupils are motivated and develop a love of learning.

"We are all different. There is no such thing as a standard or run-of-the-mill human being, but we share the same human spirit.
What is important is that we have the ability to create. This creativity can take many forms, from physical achievement to theoretical physics.
However difficult life may seem, there is always something you can do and succeed at."

Professor Stephen Hawking
London 2012 Paralympic Games Opening Ceremony

1: SEND Ethos and Principles

At Heathside we recognise that some students may need different or additional support at specific times during their school career to meet learning challenges, whilst others may need ongoing support. Heathside makes a commitment to provide outstanding support to all students, planned and delivered to the highest standard by all teaching and support staff.

The *principles* that underpin all support activity at Heathside are:

- *Support is available* for all students of all abilities who require it, which includes those who are gifted and talented and those for whom barriers to learning exist.

- *Inclusion is everyone's responsibility.* We recognise that success for every student is dependent on a whole-school approach to inclusion and that this must form the core of all teaching and learning activities at Heathside.

- *No child is a label.* At Heathside we never assign labels to our students, as we recognise the damage that this can cause to self-esteem and outcomes. While we understand that some diagnoses can be helpful for students to understand their difficulties, we ensure that those difficulties do not define them or our expectations.

- *Early identification* of needs is critical for maximising progress.

- *Careful monitoring* **of progress** ensures that individuals receive appropriate, carefully planned and personalised support.

- *A pro-active approach* to employing interventions is used to predict areas of the curriculum that may present additional challenges. Interventions are pre-planned where possible, to ensure continuing success rather than simply responding to failure. At Heathside we do not wait for pupils to experience failure and frustration, we support them to meet the challenges of learning and succeed.

Learning Support at Heathside

All students will experience quality first teaching in all mainstream lessons, in addition to this Teaching Support Assistants will:

- Provide targeted in-class support
- Engage students in 1:1 or small group activities to boost their confidence and proficiency
- Withdraw students from lessons for specific interventions, when and where it is considered appropriate (for example, additional literacy lessons replacing timetabled MFL lessons where pupils are significantly below expected levels for literacy).

- Seek specialist advice and guidance from external agencies for particular special educational needs and disabilities (for example special equipment to support pupils who have a sensory impairment).
- Work with classroom teachers and subject leaders to support them to differentiate effectively
- Maintain good communication with teachers, parents and external professional with regard to their child's progress

Inclusion at Heathside

At Heathside full participation in all mainstream classes is the overall aim, so that each pupil can benefit alongside their peers from the planned schedule of tailored lessons offered as part of a rounded curriculum. At Heathside we make every effort to ensure knowledgeable and experienced subject teachers deliver the curriculum to all pupils.

Heathside adopts the following definition of Inclusion:

> **"Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so than you can do your best work."**
>
> *Miller and Katz (2002)*

2: Learning Support Roles, Responsibilities and Professional Expectations

Role	Responsibility	Name	Contact
Deputy Head Inclusion and Safeguarding / DSL	Overall Strategic responsibility for the SEND departments and outcomes of students with SEND	Nick Shaw	nshaw@heathsideschoolhampstead.com
SENDCO Whole School	Strategic responsibility for the school SEND department and outcomes of students with SEND	Louise Shotton	lshotton@heathsideschoolhampstead.com

Professional Expectations

All members of the Learning Support team at Heathside are expected to adhere to the highest standards of conduct and professionalism at all times. In addition to the relevant whole-school policies, members of the support team are guided by the *Heathside Professional Standards for Learning Support*.

The Professional Standards for Learning Support define high standards which are applicable to all learning support professionals at Heathside. The main purpose of these standards is to recognise the status and professionalism of our learning support team and to position their central role within the academy community.

These standards are in line with the expected high standards already in place at Heathside, and provide a framework for supporting professional development, new staff induction and coaching and mentoring.

Heathside recognises the integral role that learning support professionals hold in educating and supporting some of our most vulnerable students. Learning support professionals should act with honesty and integrity to uphold comparable standards to other education professionals, to make the education of pupils their first concern. They constitute a considerable investment of school funding and Heathside takes note of the national picture regarding poor outcomes for support staff-led intervention identified by *The Deployment and Impact of Support Staff (DISS) Project (2009)*

The four themes

The *Professional Standards for learning support professionals* are set out in four themes.

- Personal and professional conduct

- Knowledge and understanding

- Teaching and learning

- Working with others

<u>Why were these themes chosen?</u>

Personal and professional conduct - In order for Learning support professionals to provide effective support to teachers and pupils, they need to be clear about their role and responsibilities and how these fit within the wider structure of the academy. In the same way as teachers, learning support professionals operate in a position of trust and are seen by pupils as role models. They should be able to maintain proper boundaries with pupils and their behaviours should reflect this responsible position.

Knowledge and understanding - Learning support professionals should have sufficient knowledge and skills to help teachers support pupils in achieving their maximum potential. School leaders are best placed to make judgements about the type and level of knowledge and skills that individual Learning support professionals need, as this will vary according to job role. This could include: subject knowledge, specialist skills and knowledge to support pupils with special educational needs or disabilities, knowledge of the curriculum, lesson planning and evaluation, and behaviour management strategies.

Teaching and learning - An important role of a learning support professional is to support the teacher in ensuring the best possible outcomes for all pupils. The standards in this theme recognise that learning support professionals work under the supervision of a teacher in accordance with arrangements made by the SENDCO.

Working with others - Learning support professionals work with other professionals, parents, carers and outside agencies as well as with pupils themselves. Although other themes require Learning support professionals to work collaboratively with others, these qualities and skills were considered so important and distinctive to the role as to merit their own theme.

The Professional Standards for Learning Support

Personal and professional conduct

Learning support professionals should uphold public trust in the education profession by:

1. **Having proper and professional regard for the ethos, policies and practices of the school** in which they work as professional members of staff.

2. **Demonstrating positive attitudes, values and behaviours** to develop and sustain effective relationships with the school community.

3. **Having regard for the need to safeguard pupils' well-being** by following relevant statutory guidance along with school policies and practice.

4. **Upholding values consistent with those required from teachers** by respecting individual differences and cultural diversity.

5. **Committing to improve their own practice** through self-evaluation and awareness.

Knowledge and understanding

Learning support professionals are expected to:

1. **Acquire the appropriate skills, qualifications, and/or experience** required for the learning support professional role, with support from the school.

2. **Demonstrate expertise and skills in understanding the needs of all pupils** (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.

3. **Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date** by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.

4. **Demonstrate a level of subject and curriculum knowledge** relevant to their role and apply this effectively in supporting teachers and pupils.

5. **Understand their roles and responsibilities within the classroom and whole school context** recognising that these may extend beyond a direct support role.

Teaching and learning

Learning support professionals are expected to:

1. **Demonstrate an informed and efficient approach to teaching and learning** by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

2. **Promote, support and facilitate inclusion** by encouraging participation of all pupils in learning and extracurricular activities.

3. **Use effective behaviour management strategies consistently** in line with the school's policy and procedures.

4. **Contribute to effective assessment and planning** by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.

5. **Communicate effectively and Sensitively with pupils** to adapt to their needs and support their learning.

6. **Maintain a stimulating and safe learning environment** by organising and managing physical teaching space and resources.

Working with others

Learning support professionals are expected to:

1. **Recognise and respect the role and contribution of other professionals, parents and carers** by liaising effectively and working in partnership with them.

2. **With the class teacher, keep other professionals accurately informed** of progress or concerns they may have about the pupils they work with.

3. **Understand their responsibility to share knowledge** to inform planning and decision making.

4. **Understand their role** in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

5. **Communicate their knowledge and understanding of pupils** to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Professional Development and Line Management

Learning support professionals have access to high quality professional development opportunities in-line with the wider school Line Management Policy.
For all new members of staff, a specific induction programme will be provided.

Line Management Meetings and Performance Review:

All members of the Learning Support team are subject to an annual performance review with their line manager. This is not a "top down" process, rather a supportive and coaching relationship, whereby all staff are encouraged to set themselves ambitious performance targets and identify their own training and development needs.

Line Management Meetings

- Line management meetings within the learning support team should take place at a minimum of twice per half-term. They should last at least 30 minutes and be timetabled in advance
- Meetings should consist of a professional dialogue, driven by discussion of the needs of key-worked students and the wellbeing and professional development of the member of staff
- The headteacher alone has the final say on any matters relating to financial issues, salary, leave, working hours and job descriptions. As such, these matters should not form the bulk of line management conversations.

3: Identification, Assessment and Review of SEND

A concern about a pupil may be raised by anyone involved with the child. This could include teachers,

parents/carers or occasionally, the pupil themselves.

Where can I find information?

The most up to date SEND register is on iSAMS. You can arrange the data by wave, or year group. The different waves are indicated by coloured stars. If you click on the students, you will find personalised strategies and uploaded IEPs which will have the student's current targets. Throughout the year iSAMS will be updated.

How can I raise my concerns?

Heathside uses a graduated approach. If you notice that a student is struggling in your lessons, please check the following:

Have you:
- Referred to the SEND register and employed the personalised strategies?
- Read and used the strategies from the student's most recent IEP?
- Used a range of strategies from this document?
- Discussed with and used ideas from the TSA/TSA?

If you still have concerns, please contact the SENDCO who will gather further information.

Levels of Support:

There are 3 'waves' of support, with students at Heathside having 4 tiers of monitoring and intervention. Any student with a specific diagnosis will be listed on the SEND register. Not all of these students will require specific interventions.

Wave 1

Wave 1 is the expectation of 'Quality First teaching where good quality teaching and suiting work to individual children means that every pupil is included.

The needs of all children are taken into account, with high expectations for all.

Wave 2

Wave 2 is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, interventions and some 1:1support.

Pupils on School Support level of the SEND register who are supported by a staff member in or out of the classroom would be classified as 'Wave 2'.

Wave 3

Wave 3 is usually where an external professional is involved, providing more specialist support. E.g. SALT, OT.

These pupils will often but not always have ECHPs.

SEND Support (SS – School support)

SEND Support is the initial provision that will be made by the School to meet a pupil's special educational needs. This provision will reflect the wide variety of needs of pupils placed at SEND Support. In order to monitor provision and pupil progress the following will now take place:
- An SEND File will be set up to include all SEND documentation pertaining to the pupil
- The pupil will have access to school-based provision, as appropriate to their needs.
- Staff will be notified through staff meetings that the pupil has been added to the SEND Support Register.
- Teachers will be expected to develop intervention strategies for their individual lesson planning which is monitored through observation
- Parents will be kept informed of all intervention and support implemented
- TSAs where possible will be deployed to support.

Heathside uses the assess, plan, do, review model to monitor interventions. A student's progress will be regularly monitored and reviewed to ensure that it is a) having an impact, b) still suitable and c) addressing the child's changing profile of needs.

Education Health and Care Plan (EHCP)

An Education Health and Care Plan is a document issued by a local authority outlining the provision a school must provide to support a student's SEND Needs. It may also stipulate support from other agencies such as Speech and Language Therapy services and CAMHS.

Statutory Assessment Process

When a pupil is issued with a EHC plan the school has a legal duty to make reasonable adjustments to meet the provision outlined in the EHC Plan.
Following the formal presentation of an ECHP, the SENDCO will:
- Undertake to co-ordinate provision for the pupil based on the EHC plan
- Hold an initial planning meeting with the Parent(s)/Carers and all involved professionals and within 6 weeks of the Final EHCP issue date.
- Allocate the pupil to a Learning Support Assistant if appropriate, and ensure that all support, as specified in the EHCP is put in place for the pupil.
- Ensure that a pupil profile is written and available for all staff.
- Oversee the formulation of an IEP.
- Ensure that the EHC Plan is delivered and monitored effectively.
- Liaise with, and ensure access to, external agencies as appropriate.
- Coordinate the Annual Review, inviting parents/carers and all professionals involved in the pupil's education.

The Individual Education Plan (IEP)

The Individual Education Plan:

- Will be in place for all pupils with an EHCP.
- Will be written by the SENDCO or relevant TSA, in collaboration with the form/subject teacher, external professionals, parents and pupil
- Will be written in such a way as to make the targets accessible and meaningful to the pupil
- Will be available on the school network to all staff involved with the pupil
- Will outline the following:
    - 3 or 4 short term targets set for the child
    - The teaching strategies to be used
    - The provision to be put in place e.g. ICT, literacy programmes, or supported social activities.
    - A short profile summary of the pupil including areas to be developed

Teachers will be asked for their feedback against the targets set on the IEP annually. Parents will then be invited back into school and a new IEP will be drawn up.

Review Procedures

The review procedure for SEND is viewed as an ongoing process at Heathside, occurring at all levels of day to day school operation and management. The review of pupils on the SEND Register will be carried out in-line with guidelines from the 2014 Revised Code of Practice.

Annual EHCP Review

Procedures for Annual Reviews for pupils with EHC plans follow procedures laid down in the Revised Code of Practice 2014.

Preparation for the Annual Review:
- For all pupils with an EHC Plan, a planning meeting will be held during the pupil's first few weeks in the school.
- The annual review is held near the anniversary of the issue date of the EHC Plan
- The SENDCO consults the relevant Local Authority and advises TSAs of annual review dates.
- The SENDCO invites parents and all external agencies to attend the annual review and requests appropriate reports from external agencies involved with the pupil.
- Parents and professionals involved are asked for their input.
- The pupils views are also gathered.
- A representative from the Local Authority will also be invited.
- The SENDCO/TSA/TSA circulates pupil report requests to all members of teaching staff.

The Annual Review

- The annual review meeting is chaired by the SENDCO. The relevant TSA will attend the meeting. A representative of the LA may also be invited.
- At the meeting reports and pupil progress are discussed in more detail.
- The outcomes of the EHCP are reviewed.

Post-Review

- The SENDCO completes the Annual Review Report and submits this together with all reports to the LEA within 10 working days of the Annual Review.
- A copy of the Annual Review Report and new LSP is given to the parent/carer and to all those invited. The parent / carer is required to sign this document.
- The LEA informs the SENDCO and parents of the outcome.
- All review papers are filed in the pupil's confidential file in the SEND Office.

Provision mapping

For the purposes of ensuring that Heathside is able to deploy a wide range of interventions and support to meet the needs of all pupils, provision mapping is an important aspect of Pupil Support planning. Once identified, pupils are placed on a register of concern, with areas of need categorised as:

- Cognition and learning needs
- Communication and Interaction needs
- Social, emotional and mental health needs
- Sensory and physical needs

In order to provide support for these groups, a provision map informs team training and development and the securing of any additional support required.

Heathside Provision Map 2021-2022

Name	Description	Entry criteria	Success criteria	Staff/ Pupil Ratio
TSA in class support (for named students)	TSA in class support (for a nominated pupil) Support should circulate to facilitate independence wherever possible	Only students with this stated on their EHCP or very high/ complex needs (where parents have funded the support)	To be monitored and reviewed annually at EHCP meeting.	1:1 1:2
Classroom TSA	TSA supports the inclusion of all pupils in the class. May work with small groups of students or individuals as directed.	n/a	N/A.	1 per year group in Y5 and 6. In Y7, 8, 9 targeted support for pupils on the SEND register in their greatest areas of need.
Literacy Booster	Small groups/ individuals withdrawn to	Below average CATs	Students who have made progress in their skills,	1:1/small group

		target specific skills.	Dyslexia	self-help and comprehension and are able to transfer these skills to the classroom.	
Nessy Reading and Spelling (ages 6 -11) (evidence based)	Online programme to support those with EAL, Dyslexia and other literacy acquisition difficulties. Includes supplementary lessons.	CATs tests and reading age of more than 2 years below chronological age.	Progress according to the Nessy tracker. Targets created by the program.	Online	
Nessy Fingers/ touch typing (evidence based)	Online programmes to develop touch typing skills.	Those who may use laptops as their 'normal' way of working. Those with identified difficulties with handwriting.	Ongoing.	Online	
Social Skills Group	Small group intervention to support accelerated development of social interaction skills, which need to be explicitly taught using the 'Talkabout' programmes.	SEMH need/ teacher/ parent referral or EHCP.	Short term intervention: students will be monitored against initial goals set.	1: small group	
Lego Therapy	Social interaction	Students with identified	Short term intervention:	1: small group	

(evidence based)	intervention to develop teamwork, turn taking, following rules, problem solving and collaborative skills.	social communication difficulties (such as ASD), and others identified through referrals.	students will be monitored against initial goals set.	
Supported Homework	1:1 or small group homework session after school	Teacher/ parent referral or request	Ongoing	1:1 or small group
Touch typing	Improve typing skills	Those for whom laptop will be usual way of recording work.	Ongoing	TBC
Art Therapy	Trained TSA to work with students in an unobtrusive, open environment to support their mental health.	SEMH Referred by staff or parents.	After the period of concern. To be monitored as some students may need more expert professional help.	1: small group or 1:1
Morning reading	Teachers and TSAs guided reading sessions	All pupils, grouped by reading age. In year 7, 8 and 9 these groups are also vertical.	Ongoing	1: small group or 1:1
SALT	LCP bespoke programme for the individual in liaison with	Pupils with SLCN/ SEMH	LCP	1:1

	parents/staff/SENDCO			
OT	LCP bespoke programme for the individual in liaison with parents/staff/SENDCO	Fine/gross motor skill difficulties Dyspraxia	LCP	1:1

4: Teachers and TSAs: Working in Partnership

TSAs are employed to work mainly within the classroom, focusing on identified students with SEND, whilst supporting the class as a whole (TSAs may be allocated a specific student depending on EHCP requirements, but are expected to circulate as often as is appropriate). They may be supporting the learning, emotional, medical, physical or behavioural needs of the students as well as the delivery of the curriculum by the subject teacher.

The discipline of the class remains the teacher's responsibility, although TSAs can be asked to support the teacher in this. TSAs have not been trained as teachers and should not be left to supervise a class.

The role of the TSA is not just in the classroom. They will be called upon to be present at meetings and to contribute a written report for the EHCP Annual Review meeting. This may mean that occasionally they will be absentt from a lesson. Teachers and the SENDCO should be informed of any planned absence by the TSA.

Ways in which TSAs can help teaching staff:

- Help students to learn and achieve their potential by:
    - o Taking notes for students.
    - o Encouraging good listening and concentration skills.
    - o Clarifying and explaining instructions.
    - o Checking understanding.
    - o Reading to students.
    - o Directing the students' attention to the relevant paragraph of text.
    - o Keeping the student on task.
    - o Helping the students to keep pace with the lesson.
    - o Ensuring the students are able to use the equipment or materials provided (particularly in practical subjects).
    - o Making revision cards (this could be completed as a task instead of supporting in a lesson).
    - o Proof reading with the students.
    - o Checking homework planners and helping with personal organisation.
    - o Ensuring that homework is clearly written into the student's planner.
    - o Building confidence and self-esteem.

- Share information about students.

- Support the teacher in the management of the classroom.
- Inform staff about any planned absence.
- Differentiating work for individual students using any of the strategies listed above.

Ways in which teachers can help TSAs:
- Provide a plan outlining topics to be covered each term.
- To take ultimate responsibility for their learning and behaviour of all students.
- Arrange a few minutes to meet with the TSA either at the end of each lesson or at a convenient time so that the work for the class is planned and the TSA can work with you effectively.

Building a Positive Partnership with TSAs
- Knowing what skills and strengths the TSA has and using them where possible.
- Talking to your TSA about the group. If the TSA has worked with these students in previous years or in other lessons, they may have insights into their preferred learning styles.
- Discussing with your TSA how you would like them to work with you and discuss any changes you would like to make in the way they work in your classroom.

Top Ten Tips – Working with TSAs
1. All school staff are treated as integral members of the school team and as such are offered respect from all staff and students
2. Teachers and TSAs plan together – this will include discussion about learning outcomes, intervention or strategy to be used and resources that are relevant to the learning
3. There is an understanding of the purpose and aims of the lesson and how it fits into the curriculum
4. There is an understanding of the needs of the pupils and other relevant information and their learning targets
5. Agreed ground rules about who should do what and when, within a lesson
6. There is regular discussion between teacher and TSA, especially about feedback in regard to pupil's learning and from observations and assessments they may have carried out
7. TSAs aim to build a pupil's independence, not encourage dependence
8. TSAs increase the opportunities to build a pupil's self-confidence by giving regular and meaningful feedback and praise
9. TSAs are skilled and informed in the lesson to be taught – know the overall objectives for the lesson and are clear about how they will support and help the pupil to achieve those learning outcomes
10. TSAs have a role when the pupil/s they ordinarily support are absent

5: Appendix

Quality First teaching strategies:

Students with specific barriers to learning **will** be in your classroom and there are many ways that you can help them to progress.

Remember that these ideas are good for ALL learners:

Tips for class teachers:
- Always have well planned, structured tasks, with clear expectations.
- Make the steps that need to be taken by the students to reach the end point explicit.
- Use self-checklists / tick lists / task planners that the student can mark, so that they can monitor their progress through a task.
- Have instructions that are verbally and visually presented – don't assume that all students can read information quickly. Colour coding can help.
- Check understanding of task instructions before starting a new activity (e.g. by asking students to *summarise* their understanding of what they are supposed to do, not just repeating the teacher's words).
- Maximise student activity (engagement) and minimise teacher 'talk'.
- Use a range of teaching strategies; use multi sensory learning techniques.
- Short, sharp tasks with mini plenaries work best.
- Differentiate your expectations; some students may not complete all tasks; set a minimum required with extension tasks for those that work faster.
- Ensure there is enough challenge; students with specific needs are often cognitively able, but just have slower output.
- Let support staff know the plan ahead of time.
- Minimise classroom clutter, particularly around whiteboards.
- When using PowerPoint, animations can help to minimise the content on the board and make it easier for students to focus on what they have to do.
- Many students may become frustrated if they feel like the class is moving on and they have not completed a task. Telling them before they start a task that no-one is expected to completely 'finish' helps to reassure them that they are not getting left behind – plan tasks accordingly.
- Reward effort, not output.

Then, know your class. Some students will have IEPs (Individual Education Plans), some will have an EHCP which is extremely detailed.

Use TSAs/ TSAs wisely. They should be able to circulate around the classroom to support others, but will maintain a close eye on the identified children with individual needs. They will have more in

depth knowledge of the student's needs and support accordingly. However, research suggests that students with an allocated TSA get less teacher attention as they have more from another adult. It is important that they have an equal amount of class teacher attention as well; you are the subject expert and they need that as much as the next child.

Please find below some more specific strategies for certain diagnoses. Please use these alongside the students IEPs to give them the maximum amount of opportunity to access, enjoy and achieve in your lesson.

Wave 1: Quality First Teaching – Strategies for Staff.

Cognition and Learning	**Sensory/Physical**
- Appropriate word mats - Dictionaries, Thesaurus, bilingual co-build dictionaries - LO's/Success criteria - link to stage not age - Highlighting realistic next steps - Learning Walls - Teacher modelling - teachers book - Writing frames/scaffolds - Flexible methods of recording work - Flexible groupings - Differentiated questioning - Children taught self-help strategies/how to ask for help - Alphabet strips stuck/phonics cards to desks - Key words/vocabulary emphasized when speaking/displayed clearly - Pre-teaching of subject vocabulary - Use IT programs and apps. - Use of a scribe - Additional time - Visual Timetable - First and Then cards - Teach and model memory techniques - Cloze procedure exercises - Minimise copying - Outlines for maps, charts, diagrams etc rather than free drawing - Coloured overlays/reading rulers - Use timers - Specific carpet spot/ seat - Close to teacher - Well chosen talk partner	- Teachers aware of implications of physical and Sensory impairment - Keep background noise to a minimum - Face children when speaking - Keep hands away from mouth - Correct seating in relation to board - Appropriate lighting. - Pupil to view the teacher directly without turning the body - Check chair heights - feet flat on floor - Place student next to empty desk so they can spread out - Consider seating for left handed students - Consider organisation of classroom to allow free movement - Eliminate inessential copying from the board - Oral presentations as alternative to some written work - Use of Speak to Text/Touch Typing - Mark starting point for each line with a green dot - Lined paper with spaces sufficiently wide lines - Different paper/Smartboard colours for best contrast - Suitable chairs, desks and carpet areas. - Slow down speech rate a little, but keep natural fluency - Read out aloud as you write on the board - Repeat contributions from children – their voices are softer (speech unclear) - Avoid standing in front of windows – your face becomes difficult to see - Easy access to resources with clear labels -

- Labelled, organised resources - Use of Drama - Use of ICT - Explain Everything - Whiteboard available for notes, trying spellings, record ideas - Uncluttered text - bullet points, clear font	- words/symbols/photos - Visual prompts in classroom. - Length of activities appropriate to age of children. - Use of multi-sensory teaching approaches. - Variety of pencils/pens and pencil grips available for use - Wobble cushions/Fidget toys - Writing slopes - Stress balls - Accessible toilets
Communication and Interaction - Morning check-ins - Take time to find pupil's strengths - Whole School Behaviour Policy - House Points/ Golden awards/Star Awards - Golden Rules /Class code of conduct displayed - Learner Attributes - Growth Mindset taught and encouraged. - Positive praise and behaviour strategies used by all adults - Good behaviour modelled by adults/peers - Circle time/PSHE in curriculum time. - Safeguarding training for all staff - Targeted classroom seating/carpet plans - Zones of Regulation - Calming music - Breaks between tasks - Kinaesthetic learning - practical activities - Clear targets, explanations and modelling - Quiet area for working - Visual timer to measure and extend time on task - Alternative seating at carpet time - Legitimise movement - pupil to take a message, collect an item - Use 'fiddle toy' - Communicate in a calm, clear manner - Listen to the pupil - opportunity to explain their behaviours - Restorative Justice 'Calming' exercises - Actively manage interactions	**Social/Emotional/Mental Health** - Instructions kept clear and simple - Slow down speech rate a little, but keep natural fluency - Slow down - allow processing speed - Instructions broken down into manageable chunks - Engaging Displays/Learning Walls - Pre-arranged cues for active listening - symbol, noise - Visual timetables - Pictures of Key staff - Checklists and task lists - Allow more thinking and talking time - Visual prompts, aids and resources - Structured routines - Accessible equipment - labelled with pictures - Chunking of tasks - Provide examples pupils can refer to 'Rules' of good listening displayed - Teach self-help strategies-how to ask for help - Talk Partners - Access to a quiet, distraction free work station - Key words/vocabulary emphasized when speaking/displayed clearly - Peer and self-assessment - Traffic light cards - Minimise use of abstract language - New vocabulary - reinforced at home - Do not limit use of rich and varied language - Teachers aware of implications of physical and

● Playtime resources and equipment and active supervision	Sensory impairment ● Keep background noise to a minimum

*Also suitable for EAL learners

Supporting Pupils with SEMH

No two pupils with SEMH are the same. Like any other pupils, what works with one may not necessarily work with another. The important thing is to keep trying to find the approach that works for the individual pupil. As a general rule, some of the following pointers may be helpful.

Active and interactive teaching strategies
Pupils who find it hard to sit still and concentrate may need opportunities to be 'doing' rather than listening, talking or writing. Make sure that pupils are given an active role, for example: when the class is reading and discussing text on the whiteboard you might give the pupil their own copy of the text to highlight or underline.

Classroom organisation
If a pupil can only sit and listen for five minutes at a time, don't expect them to sit still for 20 minutes. Set a target of six minutes at first, then seven, then eight... and plan something for the pupil to move away quietly to do when they have met the target.

Effective use of ICT

This often helps to motivate pupils who are switched off by conventional forms of presentation and recording. Possible examples include:

- Using the internet to research a topic
- Predictive word-processing software and on-screen word grids to support writing
- Opportunities to create presentations
- Using software that allows pupils to explore social situations from different viewpoints

Structure and predictability

- Display and repeat rules clearly
- Firmly establish and practice classroom routines regularly and give advance warning of any changes to regular events.
- Ensure that boundaries are explicitly clear and that the consequences for breaching them are consistently applied at all times

Help in learning to work independently

Many pupils with SEMH find it difficult to work independently. They may need to be taught core routines for certain tasks. They can then practice these routines, with progressively less help, until they can tell and show you what they have to do when set a certain type of task. Give them independent tasks that have been demonstrated to the whole class – e.g. sometimes it helps to give them more complex independent tasks towards the end of the week, when they have seen other pupils demonstrate what they have learnt in the plenary.

Using clear guidelines

Give very clear guidelines, for instance: 'I expect you to have produced at least four sentences by ten past ten. I will be asking you then to share them with your writing partner'.

Visual prompts

Use visual prompts to support the pupil's learning, for example:

- Pictorial task cards
- Writing frames
- Word mats
- Relevant classroom displays
- A crib card listing self-management ideas, e.g. for 'Five things to do if you are stuck with your work'

Focus on the positive

- Using eye contact and non-verbal signals, wherever possible, to let the pupil know when their behaviour is inappropriate
- Ensuring that corrective feedback is discrete and personal – try not to engage in a public classroom confrontation
- Labelling the behaviour and not the pupil
- Reminding pupils of a rule when they start to misbehave, rather than telling them off – e.g. 'John, the rule in this school is that we put up our hand to answer'
- Using the language of choice to remind pupils when they start to misbehave
- If the pupil does not respond when reminded about a rule, giving them the choice of following the rule or accepting a sanction or consequence that is part of the classroom/school agreement
- When a pupil misbehaves, making a conscious effort to 'catch them being good' and praise them as quickly as possible, to help rebuild the relationship and give the pupil a way back to behaving well.

Describe the behaviours that you want to see

Keep the language positive, for example:

- When the pupil misbehaves, saying what you want them to do, rather than what you don't want – e.g. 'John, I want you to keep your hands on the table' instead of 'John, stop bothering Paul'
- Making a point of praising a pupil who is keeping to the rule
- Making sure that praise describes exactly what the pupil has done – e.g. 'Well done for…' rather than 'Good girl'.

Supporting students with communication and interaction needs

1. Always use a pupil's name when giving an instruction to 'cue them in'. Ensure that they are looking at you and attending. Ensure that the pupil is listening to what you are saying and listen to them when they are talking to you, so that you model good listening.
2. Give instructions one at a time if necessary and in sequential order. Keep them short and simple.
3. Be aware of your use of non-verbal body language and facial expressions.
4. Use questions appropriate to their level of understanding and ensure that their understanding is checked, maybe by a support assistant.
5. Check that the pupils understand the vocabulary you are using – avoid idioms and words that have more than one meaning, as well as irony and sarcasm. If you do use difficult words or sentences, make sure they are explained.
6. Ensure that pupils are in a position where they can see and hear you clearly and think carefully about grouping and who is sitting where – avoid seating them next to an open window or doorway where noise and disruptions may make it harder for them to pay attention and

concentrate.

7. Where possible use symbol cards and other communication aids, have easily accessible topic word-banks to help with vocabulary and use visual timetables to aid the pupil's organisation skills.

8. Create opportunities for pupils to talk about what they are interested in and to share ideas/thoughts with a partner.

9. Adapt tasks by breaking down instructions, provide alternative inputs and suggest alternative ways of recording learning.

10. Use ICT, for example, a recording microphone instead of writing, word processing packages and speech recognition software.

11. Facilitate opportunities for pupils to develop awareness of what they do and don't understand and encourage them to recognise and employ learning strategies that help them most and encourage them to ask for clarification and further explanation when needed.

12. Provide individualised targets on their desk.

A learning environment that supports language and communication will aid the learning of all pupils.

Multi-sensory approaches

To provide the best possible opportunity for pupils to understand and retain information, we should use and incorporate a repertoire of multi-sensory approaches.

- Use a full range of media, for example, visual and hands-on materials such as symbol/vocabulary charts, written questions, concept maps, writing frames.
- Be aware of the different ways pupils like to learn.
- Use all forms of ICT (assistive technology and technology to enable learning).
- Offer a range of ways of recording responses to a task.

Working for pupil independence

All pupils should be able to participate in classroom dialogue. Plan for involvement by:

- Providing plenty of opportunity for pupil participation
- Carefully scaffolding questions to build confidence
- Ensuring that you and other adults hold back and give pupils time to talk
- Making explicit links to previous learning
- Ensuring that pupils are familiar with the range of resources they could use
- Identifying with the pupil a source of assistance when they have a problem in the lesson, for example, a named peer, an appropriate adult.

Adult–pupil communication: listening, questioning and talking

Think carefully about how you communicate with pupils. Consider your input with regard to length and complexity of language and type of questions.

- Prepare appropriate questions for individuals/groups and aim to use open questions. Consider the range and level of questions that can be accessed by different pupils and adjust accordingly.
- Give pupils time to think about answering questions.
- Encourage discussion with peers in advance of feeding back to the group or answering questions.
- Teach pupils to ask for help, using supports for this, such as a visual prompt on the whiteboard.
- Check for understanding, perhaps involving other adults in the class.
- Accept all attempts from pupils to show their knowledge and understanding, both orally and when recording.

Supporting students on the autism spectrum

Top tips:

- Clear instructions – step by step, one at a time, routines and consistency
- Visual prompts
- Use their name first
- Allow processing time
- Same seats in class – move other pupils to them in group work if possible.
- If they may need to leave the room, sit them close to the door to minimise disruption
- Use literal language – no sarcasm or idioms e.g. put your thinking caps on

Supporting students with dyslexia

Below are a few ideas for making your classroom more dyslexia friendly. This is not an exhaustive list and it should be remembered that every pupil will have different needs and favourite ways of recording, etc. Don't forget to ask the pupil what works for him/her.

Ideas for print and layout of text on the page	
Use off-white for paper and screen backgrounds on computers and interactive whiteboards. (Some pupils prefer pastel colours, while others prefer cream. Where possible, offer white or colour as a matter of course, so pupils have a choice.)	Use a minimum of 12 pt or ideally 14 pt type in written text.
Use fonts such as Arial (or other sans serif font).	Keep lines left justified with a ragged right edge.
Use a line space between paragraphs to break up text.	Use wide margins and headings to break up text.
Use images (pictures and/or symbols) to support text.	Use bold to highlight, as italics or underlining can make words appear to run together.
Where possible, use bulleted or numbered lists rather than continuous prose.	Write clear, concise sentences and instructions.
Keep sentence length to a minimum.	The active rather than the passive voice increases readability.

Use flow charts to represent information visually wherever possible.	Keep paragraphs short, with headings and sub-headings.
Approaches that you can actively encourage	
Use, and encourage pupils to use, alternative ways of recording; • drawing • diagrams • voice recording • video • annotated still photographs.	Encourage pupils to use structured approaches such as mapping ideas out under different headings.
Multi-sensory approaches, e.g. making things visual and, where appropriate, using 'concrete' objects, so that pupils can touch and smell.	Make sure pupils have 'buddies' to support them at appropriate times, e.g. when they are tackling a task in an area that they are not confident in.
Build pupils' confidence through working from the known – e.g. using or making resources based on pupils' own experiences and that use familiar vocabulary, or developing vocabulary and understanding through modelling, questioning and asking for clarification.	Use frequent targeted praise as pupils achieve objectives. This may need to be discreet.
Always give out homework or other independent study tasks well before the end of the lesson, and make sure they remain available to pupils. Taking rapid notes accurately at the end of a lesson is not an easy skill to acquire for dyslexic pupils (or many others).	As discreetly as necessary, make sure dyslexic pupils can see prompts or displays showing ways to form letters and numbers, to help pupils get them the right way round – 'b' and 'd', for example.
Build in plenty of opportunities to develop speaking and listening skills. Research has clarified the role this has in the development of reading and writing.	

Note: You should also be aware of the demands of websites that pupils are likely to use when searching for information. Plan so that pupils use sites that you have checked for accessibility, including the capacity to change the font type and size and the background.

Supporting students with a hearing impairment

- Seating position – the student should sit near to and facing the teacher. If possible, the student should also be able to see the other pupils in the class. Make sure the lighting is good – so that the student can see the speaker's face clearly.
- Try not to move around the room when speaking.
- Keep background noise to a minimum – noise will mask a speaker's voice. This includes classroom chatter, noise from outside the classroom e.g. corridors. It may be helpful to keep the classroom door shut to minimise peripheral noise.
- Encourage Active Listening – all pupils need to be trained to be active listeners.
  Rules for Active Listening
  1. To look at the speaker.
  2. To sit quietly.
  3. Think about the words.
- Make sure that you have the pupil's attention before speaking
- Encourage the use of clarification strategies – the student should be supported to ask for repetition or clarification if he or she has misheard or misunderstood.
  Be prepared to repeat, rephrase, explain, simplify or clarify if the student does not understand.
- Foster good turn taking – include the student in group discussions by making sure one person talks at a time and mark the speaker e.g. name the person speaking.
- Repeat or paraphrase what another pupil has said, as distant or quiet voices can be hard to hear.
- Reinforce oral language with visual aids – write key / new words on board with meanings. Use picture cards or objects as reinforcement tools.
- Give time for the student to process information or instructions – try to use short chunks of sentences.

Supporting pupils with EAL

1. Provide lots of visual support: objects, pictures, non-verbal gestures, facial expressions, peer actions
2. Consider seating plan: towards the front of the class, in the centre
3. Provide verbal support: repetition, simple questions which requires yes/no single word respond, clear instructions and explanations
4. Group the pupil with strong English language peer models
5. Provide plenty of small collaborative activities where talk and interaction are central to the learning, new arrival may initially take a passive role but s/he will be learning a lot while listening
6. Provide lots of opportunities for the child to rehearse/practice new language items and to hear peer use before respond: being positioned last in turn taking games
7. Do not worry if s/he isn't offering any English: understanding comes before speaking!
8. Insisting on an oral response, provide the child with roles and some responsibilities: giving out equipment, non-verbal role play
9. Provide a wide variety of curriculum support materials: dual language with visual support.
10. Provide modelling, simple writing frames